



FACS to the Future: 2004 Missouri ACTE/MoEFACS Summer In-service

The Missouri Educators of Family and Consumer Sciences Board of Directors met in Columbia on October 27, 2003, to begin plans for the 2004 Summer In-service Conference. The conference is scheduled for July 26-29, 2004, in Springfield. The Clarion Hotel, 3333 S. Glenstone, will again serve as headquarters for MoE-

FACS meetings and activities. MoEFACS and Missouri ACTE registration, exhibits, and Missouri ACTE general sessions will be held at the University Plaza Convention Center and the newly completed Springfield Exposition Center. Additional program and registration information will be included in a forthcoming online issue of the *Missouri ACTE Re-*

porter and the online spring issue of the *NEWS*.

The annual in-service conference is held for family and consumer sciences educators at the middle, junior high, senior high, postsecondary, and adult levels, and vocational teacher educators and administrators.

From the Director

Cynthia K. Arendt, Ph.D.

In the fall News, I addressed the issue of obesity in America. Since obesity is such a national health problem, I am continuing with that theme in this issue. A problem, I believe Family and Consumer Sciences educators can contribute to the solution. The key to the solution is a part of our knowledge content in nutrition and personal health. This is a perfect time to let others know what we are doing to educate students about good nutrition and health in order to promote a quality life for individuals and families.

As teachers, you regularly have opportunities to educate students regarding the pitfalls leading to obesity and the impact it will have on their life and the lives of the individuals for whom they are responsible. Courses in Foods, Nutrition and Wellness, Family and Individual Health and Child Development all contain competencies regarding diet and food selection. As Sara Gable, associate professor in the MU Depart-

ment of Human Development and Family Studies, says "all adults who parent, educate, and care for children need to understand the important role they play in socializing children's healthy eating habits and how to best enact that role through food selection and mealtime expectations. If parents are unaware of their role in socializing child health and nutrition, they also may overlook the downside of children's extensive television viewing."

Dr. Gable's statement seems to speak directly to Family and Consumer Sciences teachers who are preparing students for their role as adults and probably as parents. A study at the University of Missouri-Columbia suggests two effective approaches to prevent children from becoming overweight. These are 1) parent/caregiver knowledge of child nutrition and 2) reducing child television viewing.

Not too surprising is the finding

that children who eat more sugar and junk foods also watch more television. Additionally, overweight children engage in less hours of active play and participate in fewer extracurricular activities than children who are not overweight. The study suggests that parent knowledge of children's nutritional needs and the provision of a variety of health foods play an important role in preventing children from becoming overweight.

This is where Family and Consumer Sciences courses come in at the high school level. "The data support the claim that children will eat high sugar, high fat and junk foods if they are available in the home." This speaks to the responsibility we have to provide students with information regarding what are sugar and high fat foods, how to make healthy choices, the healthy preparation of food and developing life long habits for food selection and exercise.

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A newsletter for family and consumer sciences educators, published three times during the school year by the Missouri Department of Elementary and Secondary Education.

Winter Issue

Volume 23, Issue 2

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Click here to contact our staff:

http://www.dese.mo.gov/divcareered/facs_staff.htm



The Missouri Department of Elementary and Secondary Education does not discriminate on the basis of race, color, national origin, age, sex, disability, or veteran status in its programs, services, or employment practices.

Parental influence is a vital component in the role of a child's health, but the study also acknowledges children's role in their own physical health and well-being and notes that promising efforts are being made to work directly with children on changing their television viewing habits. This finding supports our content for early childhood education and parenting education courses.

We can help stem the obesity tide that continues to increase dramatically in the U.S. A rise that has profound health implications, as it increases a person's risk for a number of serious conditions, including diabetes, heart disease, stroke, high blood pressure, and some types of cancer. The National Health and Nutrition Examination Survey (NHANES) found that nearly one-third of all adults are now obese. Data from NHANES along with other surveys can be used to look at preva-

lence, use of health care, and mortality for conditions associated with obesity. The most recent NHANES data on obesity can be accessed at:

<http://www.cd.gov/nchs/products/pubs/pubd/hsestats/obese/obse99.htm>

A classroom assignment might include having students analyze the Data from multiple National Health and Nutrition (NCHS) data systems. This system has been instrumental in tracking the increase in obesity and its impact on the health of our population. One impact of obesity is legislation. The Senate recently approved by voice vote the "Improved Nutrition and Physical Activity Act" or "IMPACT Act" which recognizes significant problems associated with obesity, including heart disease, diabetes, and cancer. The House is to take up the proposed legislation after the first of the year. The cost of obesity is high not

only to the individual but to the nation.

Family and Consumer Sciences educators not only can influence teens by modeling best practices for them but provide instructional content that is desperately needed by today's teens. We can teach nutrition and wellness content to help them internalize the impact food and exercise decisions will have on their health and well-being in the future. Not only will their knowledge influence their individual health but as they become the parents and caregivers of tomorrow they will influence their children and family members. They need to know the role they will have to play in the health of their child.

You do have the ability to touch more than one generation and to make a life changing impact.

Call for Carousel/FACS Best Practices Presenters

Do you have an innovative curriculum, teaching, or program idea you would like to share during the summer in-service conference or know of someone else who does?

Opportunities for presentations during summer conference are available for family and consumer sciences educators through the carousel (roundtable) and the Curriculum/Program Ideas Best Practices Presenta-

tions Session.

Both sessions will take place concurrently on Thursday morning, July 29, 2004. Carousel presenters will give four (4) 20-minute presentations during this session time from 10:00 a.m. to noon. The Curriculum/Program Ideas Best Practices presenters will make one 10-15 minute presentation, depending on the num-

ber of presenters selected. A presentation proposal form that can be completed for these session formats is available at:

http://dese.mo.gov/divcareered/Conferences/MoEFACS_Summer_Conference_Session_Proposal_Form.pdf. Proposals are due to the state office by Friday, March 12, 2004. For more information, contact Debbie Pohl, 573/751-7965 or by e-mail at debbie.pohl@dese.mo.gov.

MoEFACS Awards and Recognition

The MoEFACS Awards and Recognition Committee would like to announce the following awards for the 2003-2004 school year. All will be presented during the MoEFACS Awards and Recognition Reception during the 2004 Missouri ACTE/MoEFACS Summer

Conference. Applications for all awards and recognition are available on the DESE Family and Consumer Sciences Web page at <http://dese.mo.gov/divcareered/conferences.htm#MOEFACS>. After completion, forms

should be sent to: Mary Beene, MoEFACS Awards and Recognition Chair, PO Box 11425, Kansas City, MO 64112. **All award applications are due by February 13, 2004. Information on retiring teachers is due May 30. All deadlines are final.**

MoEFACS Recognition Award

The MoEFACS Recognition Award is an award given to recognize those outside the field of education for their meritorious contributions to the improvement, promotion, development, and progress of Missouri family and consumer sciences education. Recipients can be individuals, businesses, or organizations. Nominations must be made by MoE-

FACS members.

To nominate a candidate for the award, the MoEFACS member must complete the form provided at:

http://www.dese.mo.gov/divcareered/Forms/MoE-FACS_Recognition_Award_Application.pdf

that includes a description of the nominee's contributions to the profession at the local, state, or national level. Selection of recipients will be based primarily on this description. Letters of endorsement may be included with the application. The MoEFACS Awards and Recognition committee reserves the right not to make an award if in its judgment no worthy nominations are received.

MoEFACS Legislative Recognition Award

The MoEFACS Legislative Recognition Award is given to recognize legislators for their meritorious contributions to the improvement, promotion, development, and progress of Missouri Family and Consumer Sciences Education. Nominations must be made by MoEFACS members.

To nominate a candidate for this award, the MoEFACS member must complete the form at:

http://www.dese.mo.gov/divcareered/Forms/MoE-FACS_Legislative_Recognition_Award_Application.pdf that includes a description of the

nominee's contributions to the profession at the local, state, or national level. Selection of recipients will be based primarily on this description. Letters of endorsement may be included with the application. The MoEFACS Awards and Recognition Committee reserves the right not to make an award if in its judgment no worthy nominations are received.

MoEFACS Teacher of the Year and MoEFACS New Professional Awards

Nominations are currently being accepted for the MoEFACS Teacher of the Year and the MoEFACS New Professional for 2003-2004.

To be eligible for either award, teachers must currently be tri-level professional organization members of MoEFACS, ACTE, and one national family and consumer sciences education affiliate such as NATFACS, NALS-FACS, or NAPA-FACS.

For the Teacher of the Year award, tri-level membership is required for the past 5 consecutive years and contributions and achievements on which the nomination is based should have been made within the past ten years. For the New Professional, tri-level membership is required for the past 3 consecutive years and the nominee must have taught a minimum of three years but no more than five. Nominees can be in their sixth year

of teaching at the time of application. Nominees for both awards must have been involved in some capacity in Missouri ACTE/MoEFACS activities at local and/or state levels. Applications for both awards are included at:

<http://www.dese.mo.gov/divcareered/conferences.htm#MOEFACS>

MoEFACS PRIDE Award

The MoEFACS Awards and Recognition Committee would like to encourage each family and consumer sciences program to enhance the image of family and consumer sciences education by developing a public relations project for the 2003-2004 school year. Departments may submit projects to the committee for consideration for the MoEFACS PRIDE (Public Relations in Develop-

ing Excellence) Award. A plaque will be presented to the winner during the MoEFACS Awards and Recognition Reception. The winning application also will be submitted to NATFACS for consideration in the NATFACS PRIDE Award competition in the spring of 2005.

Complete the application form at: <http://www.dese.mo.gov/divcareered/Forms/>

[MoEFACS_PRIDE_Award_Application.pdf](#)

after implementation of your project and send to the MoEFACS Awards and Recognition Committee Chair by February 13, 2004.

MoEFACS Retirees

The MoEFACS Awards and Recognition Committee is requesting the names of MoEFACS members who are retiring this year. These teachers will be recognized during the MoEFACS Awards and Recognition Reception during the summer in-service conference. If you are a retiring member of MoEFACS or know of a member/teacher who is, complete the appropriate form at:

http://www.dese.mo.gov/divcareered/Forms/MoEFACS_Recognition_of_Retiring_Members_Form.pdf

and return by May 30, 2004, to the MoEFACS Awards and Recognition Committee Chair.

PLEASE NOTE: RETIREE NOTIFICATIONS RECEIVED **AFTER** THE MAY 30 DEADLINE WILL BE RECOGNIZED AT THE AWARDS AND RECOGNITION RECEPTION, BUT CANNOT BE GUARANTEED A RECOGNITION PLAQUE.

MoEFACS Offering Scholarships

The Missouri Educators of Family and Consumer Sciences will be giving one \$1,000.00 scholarship to a high school senior planning to major in family and consumer sciences education at a Missouri college or university, and one \$1,000.00 scholarship to a college

student seeking a degree in family and consumer sciences education. The college student must have completed a minimum of 60 credit hours at a Missouri college or university to be eligible for the scholarship. Applications for both scholarships are available online on the Missouri Family and Consumer

Sciences web page at:

http://dese.mo.gov/divcareered/facs_index.htm

Application deadline for both scholarships is February 15, 2004.

Missouri ACTE to Sponsor Legislative Day

Pam Hanabury, MoEFACS Legislative Chair, St. Joseph

The MoEFACS Legislative Committee would like to encourage everyone to mark Wednesday, February 4th, 2004 on their calendar for the Missouri ACTE Legislative Day in Jefferson City. This is an excellent opportunity to visit with your legislators IN PERSON about your support and concerns for Family and Consumer Sciences education, and vocational education funding in general in our state. Your presence at this event sends a much stronger message than any e-mail or letter. Look for details to be posted on the listserve in late January. Please plan to join us!

Something New... A Conference Buddy

Charlotte Gray, 2003-04 MoEFACS Mentor Chair, Wentzville

Feel like you are an ol'pro at conference and can find your way around Springfield no matter how bad the traffic might be? Well, the first time attendees, and new professionals need your help.

A Conference Buddy...what is it? The goal of the *Conference Buddy* is to help increase networking among new and seasoned attendees as well as provide a contact to help make the conference user friendly. You will be asked to attend a brief informational meeting to meet the new professionals, give directions to registration, sessions, and to answer any questions someone might have.

More information about *Conference Buddy's* will follow in the spring. If you are interested in helping make summer conference more user friendly please contact Charlotte Gray, Mentor Chair. She can be reached the following ways:

school email: charlottegray@wentzville.k12.mo.us

home email: grayappy@aol.com

home phone: 636-639-5180

school phone: 636-327-3876 x 257

Please have the following information ready when contacting her:

Name

Home Address

School Name and Address

Email Address (state whether home or school)

Home phone

School phone

FCCLA Region

Number of Years Teaching



What a great opportunity to share your wealth of "conference" knowledge with our new professionals!

"Healthy/Heritage" Recipe Contest

Manny Pimentel, Sr., V.P. University Relations, Johnson & Wales University



The 2nd annual National Middle School "Healthy/Heritage" Recipe contest is open to all interested seventh and eighth grade students. The contest is a joint effort of Johnson & Wales University and the Healthy Kids Challenge.

In addition to college scholarships, a variety of prizes will be awarded to four national/regional winners. As a special treat, they will also enjoy a "Chef for the Day" visit to their middle school. The visiting Johnson & Wales chef will do culinary presentations related to the winning recipes and will present plaques to the winning schools.

The four teachers of the national winners will receive a full set of middle school nutrition textbooks from Glencoe/McGraw-Hill.

If you are interested in a brochure you may obtain one by emailing mpimentel@jwu.edu or visiting the web site, www.healthykidschallenge.com/recipe.html. Photocopies of the registration form will be accepted.

Entry deadline: March 26, 2004.

ACTE Convention Report

Cynthia Arendt, Ph.D.

December 11-14, I had the opportunity to attend the annual Association of Career and Technical Education (ACTE) convention in Orlando, Florida. Unfortunately, attendance was down significantly. A combination of low attendance and people going outside the ACTE convention housing bureau to secure rooms means ACTE will most likely be paying an attrition penalty in the amount of \$554,000. Members of ACTE will be receiving a letter in January regarding a special assessment to cover this shortfall. A full explanation should be coming with this letter of request for a contribution.

When the letter arrives, I hope you will read it with an open mind even if you have never been to an ACTE convention or function. You need to consider the benefits from having a professional career and technical education voice on the Hill. Congress looks to ACTE for leadership when considering legislation impacting on career and technical education. This coming year is the year of the reauthorization of the Carl Perkins Vocational Education Act and a voice will be very important. Since states must contribute matching vocational money, what happens at the federal level is of significance in gaining state support.

Dr. Susan Sclafani, Acting Assistant Secretary, Vocational and Adult Education, addressed attendees at the opening session and gave some insight as to how they would be proceeding with the reauthorization. She did not expect the reauthorization to be at the top of the agenda until later in 2004. She did indicate to the relief of everyone, it would not be a block grant. She was clear that career and technical programs need to be a pathway leading to advanced degree opportunities. The remedial work at the community college level must be addressed and states must come to an agreement on standards of accountability. It was refreshing to hear her say: "Every young person deserves to leave high school with a skill, whether that student is going to college or directly to work. Career and technical education and academics need to be on the same page."

In addition to the legislative voice that ACTE has, there are good professional development opportunities provided. I attended some very beneficial sessions; I came back with ideas swimming in my head. I saw over 20 Missouri Family and Consumer Sciences teachers at the convention. Several teachers made

presentations; others served on committees and represented the Family and Consumer Sciences Division at the House of Delegates. And of course, Karen Mason was active in her new role as Vice-President Elect of the Family and Consumer Sciences Division and Charlotte Gray was NATFACS program chair.

One of the most thought provoking sessions was a session by Neil Howe. Dr. Howe is author of the best-selling book *Generations: History of America's Future*. His new book, *Millennials in the Workplace*, was released at the ACTE convention. He was very thought provoking. Dr. Howe provided data and guidelines as to how this information might be used in working with the students currently going through the K-12 system. He also shared insights into the Millennial Generation, what motivates them as consumers and workers, and how they will shape our nation's future.

I want to share some of Dr. Howe's interview that appeared in the ACTE flagship member magazine Techniques. The interview dealt with his new book *Millennials in the Workplace*.

"Techniques: Who is the "Millennial Generation?"

Neil Howe: The Millennial Generation is the generation of Americans born in 1982 and after. They are the post "Generation X" generation. Generation X was raised to discover the world for themselves, to learn by trial-and-error, and to see themselves as free agents. The Millennial Generation has been raised very differently. They are the protected generation, the "baby on board" children, whose parents doted over them and gave them high expectations of being the best and having the best.

Theirs is a planned life, not just a balanced life. The Gen-X idea of what young people should do is try anything, and if it fails, to learn from the failure. The whole ethic of

Gen-X is to solve it on your own. Millennials are different. They've trusted parents and society to solve their problems for them, and that expectation will continue.

Techniques:

"Every young person deserves to leave high school with a skill, whether that student is going to college or directly to work. Career and technical education and academics need to be on the same page."

What else sets them apart from earlier generations?

Neil Howe: Unlike Xers and Baby Boomers - the parents of today's teens - the Millennials believe they have a special role to play in America's future. Rather than the Gen-Xers who were cut free and sent out on their own, the Millennials form their life goals and life decisions collaboratively with their parents, which has given rise to an interesting phenomenon that marketers call co-purchasing. Never in the history of postwar opinion polling has such a high percentage of teens said they agree with their parents' values and get along with their parents. Millennials have also been responsible for some very positive changes in youth behavior that have been under-reported by the media: 70% reduction in violent crime in the past 10 years, 40% reduction in teen pregnancy, an equivalent reduction in abortions, reductions in teen sex by 20% according to data from the Centers for Disease Control, and reductions in binge drinking and cigarette smoking.

They are more conventional than the last generation. They like structured situations with rules. They are the Harry Potter generation. Their lives are filled with exams, tests, contests, teamwork. Probably one of the biggest differences with their Boomer parents is that this generation believes in community. It's a very different ethic from when the Xers were in school.

These kids are protected. Through their entire childhood, they have witnessed rising concern over movie and TV ratings, zero tolerance in the classroom, V-chips, urban curfews, and other family mechanisms to protect the children. More than ever before, schools and colleges have a priority to avoid harm to them. Parents have high expectations. They don't want to see them fail. And the kids themselves have every expectation of success.

Unlike Gen-Xers, Millennials have plans. We are seeing a lot more grade-school kids with 5-year and 10-year plans. Some are trying to visit future employers in junior high school. They are confident. They believe they will succeed financially. The majority of these kids believe they will go to college. Even if many of them won't go or will later drop out, a lot more Millennials and their parents simply won't settle for second best.

Techniques: What effect did the changing

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generations have on career and technical education?

Neil Howe: During the so-called American High of the 1950s and early 1960s, when the Baby Boomers were growing up, we had an educational system that everyone thought worked well, not only for college-bound students, but for those who were entering the workplace after high school. But when the Baby Boomers came of age amid the Consciousness Revolution, the system began to be questioned. The whole idea of ranking, tracking and classifying people was discredited. "Vocational education" soon became a backwater.

Techniques: What are the implications for education?

Neil Howe: There are huge implications for society and for our educational system, including the career and technical education system. As I said before, parents have high expectations and don't want these kids to fail. The kids themselves don't expect to settle for second-best. These expectations have given rise to great pressure for a new system to be put into place, one that won't fail, that won't leave anyone behind, that will guide people in the right direction. Society was comfortable telling young Gen Xers to go it alone, keep their distance from the system, and learn from individual failure. Society does not want to see Millennials going down the same path.

One of the biggest challenges facing career and technical education, which your members are already well aware of, is the pressure to

reshape programs to help all kids become college-ready or to be their best, whatever they choose. We see it everywhere. A recent example comes from a policy paper issued by the Bill and Melinda Gates Foundation entitled "Closing the Graduation Gap: Toward High Schools That Prepare All Students for College, Work and Citizenship." There is pressure today for every program to incorporate academic rigor that not only colleges, but that employers expect. Unfortunately, both are often disappointed.

The answer lies in getting away from at-risk and damage control in education, and moving to a new model based on confidence and teamwork and mastery of the future. That's what young Millennials want. That's where we all should want to go."

From the ACTE Family and Consumer Sciences Division Vice-President Elect

Karen Mason, East Newton High School, Granby

The coming year promises to be a challenging year for ACTE. I recently returned from the national convention held in Orlando, Florida, from December 9-14, 2003. In July of 2004, I will officially assume the duties as Vice-President for the Family and Consumer Sciences Division of ACTE. I am looking forward to the challenges and responsibilities that will come with this job. I attended the ACTE Board of Directors meeting on Tuesday in order to prepare myself for the responsibilities of my new role. I also attended a board of directors meeting last March in Washington, D.C., (before the election was officially over) hoping to gain insight into how the association is run. Both meetings will be very helpful to me in the coming year.

This year at the convention, we were all informed of the financial problems of the association. I have been a member of ACTE for many years. When I joined, it was expected of us to be supportive of our vocation. Over the years, we have somehow lost that sense of responsibility that comes with our vocation.

Many new teachers and seasoned teachers do not feel it is their responsibility to join a professional organization that lobbies for our programs and funding as Career and Technical educators. Because of this, the few who have remained dedicated carry the load for all Career and Technical educators. All Career and Technical educators receive the benefits whether they join the organization or not. If you are not a member of ACTE, then I urge you to join immediately. It is your responsibility. ACTE plays an active role in lobbying for Perkins funding and other issues unique to our field of education. Sixty dollars is an insignificant amount to pay for the services we receive. In January, ACTE will be sending all members a letter explaining the financial difficulties the organization is currently in. The letter will be asking each of us to send in thirty dollars so that ACTE can stay in operation until the new fiscal year. This will be a one-time assessment. I want you to understand that the reason for the financial problems is not because the money has been spent unwisely but because of past financial obligations that the organization committed to.

This year's convention numbers were very low. There are many factors for this: such as where the convention was held, the time of year it was held, etc. The time of year cannot be changed because agreements have already been signed with hosting cities; however, we will not be returning to Orlando. This also

contributed to negotiations that could not be resolved because the city knew we would not be coming back.

I feel thirty dollars is not too much to ask in order for ACTE to continue to work for our programs. This is a crucial time for us as educators concerning the reauthorization of the Perkins Act. If you have questions or concerns, please feel free to email me at pkmason@leru.net or call me at home at 417-628-3427. I believe in Career and Technical Education and the value it has in educating students.

Curriculum Resource

Teaching about tolerance and diversity are competencies found not only in Family and Consumer Sciences but throughout many school curriculum areas. One of the teachers shared this website recently and so we share it with you. *Teaching Tolerance* is available through the following website: <http://www.tolerance.org/teach/index.jsp>

Founded in 1991 by the Southern Poverty Law Center, Teaching Tolerance supports the efforts of K-12 teachers and other educators to promote respect for differences and appreciation of diversity. Teaching Tolerance serves as a clearinghouse of information about anti-bias programs and activities being implemented in schools across the country.

The ideas presented on this Web site and in the semiannual magazine, *Teaching Tolerance*, are innovative and useful. Teaching Tolerance also produces and distributes free, high-quality anti-bias materials. The resources speak to various academic subject areas and grade levels, because tolerance (continued on page 7)

education is the responsibility of every teacher.

Online, Teaching Tolerance shares space with another Center program, Tolerance.org, a Web-based initiative that encourages people

from all walks of life to "fight hate and promote tolerance." You will also want to check out the materials that Tolerance.org offers.

Family and Consumer Sciences Curriculum Update

Debbie Pohl, Supervisor

Two curriculum projects are underway this year which will impact family and consumer sciences teachers and programs. One project is the development of a new competency list for the high school semester course, Nutrition and Wellness. A statewide committee of teachers and content specialists met in early October to identify a draft list of competencies for the course. Validation of the draft list was made available on line for teachers and other interested persons to provide input. When compiled, results of the validation will be compiled and the competency list will be

finalized for inclusion in the Implementation Handbook for Family and Consumer Sciences.

In addition to the competency list, an accompanying resource guide for Nutrition and Wellness is in development. The guide will feature critical thinking and practical problem-solving strategies and authentic assessments for addressing the new competency list. In-service on the new guide is planned for the 2004 summer conference in Springfield.

The second project in development is a college level course in assessment to be available to career and technical educators in all vocational program areas across the state during the 2004-2005 school year. The course will be offered via videoconferencing statewide and will utilize other types of online strategies for instruction. The course will initially be offered for undergraduate/graduate credit through Central Missouri State University. More information about the course will be provided in the spring, early summer of 2004.

Missouri ProStart School to Career Program Coordinator Hired

Jerry L. Vincent, Paola, Kansas, has accepted a position with the Missouri Restaurant Association as the Missouri ProStart School to Career Program Coordinator. ProStart is new to Missouri this school year. There are 10 districts participating.

Through this position, Mr. Vincent will work closely with Missouri high school ProStart program instructors and students and also

with the culinary/hospitality industry in meeting the objectives of the Missouri ProStart program. Mr. Vincent will serve as the main contact for administrators, teachers, students, employers, and mentors, handling the many aspects of the ProStart program operations.

For the past 28 years, Mr. Vincent has been employed with Johnson County Community College where he implemented the Hospital-

ity Management and Chef Apprenticeship programs. He has conducted seminars worldwide and organized the Chef Apprenticeship Program at Disney World in Orlando, Florida. He is the recipient of many awards and honors and is a nationally recognized leader in the culinary/hospitality field. Mr. Vincent will begin his duties with the Missouri Restaurant Association the first of January.

National Restaurant Association Educational Foundation Announces 2004 Summer Institutes for Educators

(Chicago, Ill.) The National Restaurant Association Educational Foundation (NRAEF) has announced the schedule for its 12 Summer Institutes that will be taking place during 2004. The Summer Institutes are held each year and are open to secondary- and post-secondary educators pursuing professional development within the restaurant and food-service industry.

"The NRAEF is proud to offer the Summer Institutes to educators who are committed to learning cutting-edge skills and knowledge," said Mary M. Adolf, president and chief operating officer of the NRAEF. "Educators can take what they learn back to the classroom and teach their students up-to-date information and skills that will prepare them for a rewarding career in the restaurant and food-service industry."

The five-day Summer Institutes provide technical and professional instruction delivered by industry experts from leading post-secondary restaurant and foodservice programs. Educators also have the opportunity to network with teachers from across the country, share best practices, tour industry establishments, and expand classroom learning activities.

Upon the completion of each session, participating teachers receive a certificate of completion. Last year, the NRAEF conducted eleven Summer Institutes, with more than 250 restaurant and foodservice teachers attending the sessions.

Post-secondary schools from the NRAEF's College Consortium hosting the Summer Institutes include: Culinary Institute of America, Hyde Park, N.Y. and Greystone, Calif; Illinois Institute of Art, Chicago, Ill.; Johnson & Wales University, North Miami, Fla.;

Northern Arizona University, Flagstaff, Ariz.; University of Massachusetts, Amherst, Mass.; University of South Carolina, Columbia, S.C.; Virginia Tech, Falls Church, Va.; and Washington State University, Pullman, Washington.

The NRAEF Institutes may be submitted as one of the professional development options for a Family and Consumer Sciences Request for Grant Award Funds.

For more information and to see a complete schedule of the NRAEF Summer Institutes, call (312) 715-1010 ext. 320 or visit www.nraef.org. To register online visit http://www.nraef.org/catalog/product_category.asp?flag+lcd&level1_id+5&ID=15.



School Administrator Recognition Program

Without the support of school administrators, students could not take advantage of the many opportunities offered through Family, Career and Community Leaders of America. If your administrator shows outstanding support of FCCLA in your school, you might want to consider nominating him or her for the School Administrator Award. Two administrators will be recognized at the state level and their names will be forwarded to the national office for consideration of their award. Any FCCLA member, advisor or parent may nominate a school administrator. This is an excellent way to show your administrator you appreciate their efforts!

The [nomination form](#) may be accessed from the state FCCLA web site or by calling the state office. The deadline for submitting nominations to the state office is March 1.

2003 and 2004 Cluster Meetings

Cluster Meetings provide an excellent way to motivate chapter members and energize chapter advisors! The 2003 Cluster Meetings, "FCCLA: Making the Leader," provided leadership training, excitement, and fun for members and advisors at the four cluster meeting sites.

The 2004 Cluster Meetings dates and locations are:

November 12-14, 2004	Omaha, NE and Washington, D.C.
November 19-21, 2004	Nashville, TN and Salt Lake City, UT

State Leadership Conference

Come aboard the FCCLA LeaderSHIP! The 2004 State Leadership Conference will be a chance for all members and advisors to learn more about FCCLA and to celebrate the accomplishments of the 2003-2004 school year.

Conference activities will be taking place at the Holiday Inn Select and the Expo Center. Some STAR Events will take place off-site. All conference registration materials and lodging information may be obtained on the [Missouri FCCLA web site](#).

Dates: March 28-30, 2004

Location: Holiday Inn Select Hotel, Columbia, MO

Conference Registration - \$50 per person

STAR Events Entry Fee - \$20 per person

Special Edition Conference T-shirts - \$10 each

All registrations received after March 1 will be subject to a \$10 per person additional charge.



National Leadership Meeting July 11—15, 2004

The 2004 National Leadership Meeting will be held July 11-15, 2004 in Chicago, Illinois. Come and enjoy this exciting city, make new friends, share ideas, and learn more about national programs. "Experience Extreme Leadership" is the theme that the 2003-2004 National Executive Council has selected for the meeting.

General information on the meeting is available on the state web site. As the state office receives more specifics about this meeting, updates will be made to the web site.

FCCLA Affiliation Update

As of December 20, 2003, 11,307 members have joined Missouri FCCLA. It is so exciting to see advisors and students ready to take part in all of the wonderful opportunities FCCLA can offer.

Chapters may still affiliate for the first time or add additional members throughout the school year. Many chapters add additional members as new students enter the family and consumer sciences classroom for the second semester. All chapters wishing to attend the annual state leadership conference will need to affiliate by March 1. Additional member-

ship [affiliation forms](#) are available online at the Missouri FCCLA web site or may be obtained by simply calling or sending the state office a request.

As a recap – here are a few helpful hints for affiliation.

- Use the Missouri FCCLA [affiliation forms](#) (available on the state web site)
- Send ONE check for regional, state and national dues to the **state office**
- Do not send a purchase order or a future payment voucher

- Submit the affiliation form, membership roster and payment in one envelope
- Double check calculations for payment.

If an affiliation comes to the office without a form, payment, or membership roster, we are unable to process the paperwork to finalize affiliation.

As always, please direct any questions to the state office.

Legislative Shadowing Program

Missouri Family, Career and Community Leaders of America will be once again sponsoring the FCCLA Legislative Shadowing Program, March 2-3, 2004. By involving Missouri Family, Career and Community Leaders of America members in the legislative shadowing project, members will expand their capabilities in understanding, interpreting, and setting public policy focused on family, work, and social issues related to building strong communities. Participants will see how the skills learned in family and consumer sciences, as well as those learned and refined in Family, Career and Community Leaders of America, serve to assist individuals as they become an advocate for family, career and community issues. This FCCLA program reflects Goal 4 of the Missouri Show-Me Standards and integrates family and consumer

sciences content with the Social Studies performance standards 1, 2, and 3.

The objectives of this program are as follows:

- Increase FCCLA member awareness of state government and the political process.
- Interpret the duties of elected officials or policy makers.
- Develop awareness of current issues, especially those relating to families.
- Explore career options within public service.
- Educate local chapters, school, and/or communities about the shadowing experience.

Only affiliated (paying regional, state, and national dues) Missouri FCCLA members who are in their junior or senior year of high school are eligible to apply. Chapters may submit two applications for this program. All applications must be postmarked on or before **January 16, 2004**. Members will be chosen for this program, ideally representing all of the 13 Missouri FCCLA regions. After the shadowing experience in Jefferson City, participants are expected to follow-up by completing activities to educate or inform their chapter, school, and/or community about the project.

Any questions regarding this project should be directed to Christine Hollingsworth, State Advisor.

Christine Hollingsworth, DESE Employee of the Month for December

Congratulations to Christine Hollingsworth for being selected as the Department of Elementary and Secondary Education's Employee of the Month for December. She joined the Department in July, 1992 as a supervisor. Her primary role was working with curriculum development and teacher certification. In September, 1994 she accepted a new position as State Advisor for the Family, Career and Community Leadership (FCCLA) student organization. Christine has the opportunity to motivate and provide leadership experiences for over 14,000 student members. Working closely with the FCCLA officers, Christine guides them in planning and coordinating the annual State Leadership Conference which serves over 1,500 students and advisors. During the past four years, she had changed the format of this conference significantly in order to provide more students the opportunity to participate in the conference and to showcase their skills in competitions such as STAR Events. At the suggestion of a state legislator, Christine developed a Legislative Shadowing project to teach students about leadership as the state level. Christine goes above and beyond the job demand to insure a variety of opportunities for students and to provide a quality experience for them.



Family and Consumer Sciences Request Grant Award

The Request for Family and Consumer Sciences Grant Award is now on the DESE website at the following link: <http://www.dese.state.mo.us/divcareer/grants.htm#facs> There are two grants for which you may apply: 1) Enhance Professional Development; and 2) Equipment. Both of these requests will require a match.

Due date for both grants is March 31.



**Don't
Miss Out**

Family and Consumer Sciences Scholarships Announced 2004

Northwest Missouri State University certainly started the New Year off in a great way. Due to a wonderful gift from the Louise Smith Gillis Family, the Family and Consumer Sciences Freshman Scholarship fund has been established. This new scholarship provides up to \$3,750 per trimester at Northwest for a beginning freshman majoring in a Family and Consumer Sciences Program. The scholarship is renewable, for up to eight trimesters for a total of \$30,000, if the student continues to meet the scholarship requirements. This is a great opportunity for a beginning student.

Dr. Shipley, Department Chair also announced the continuing Phyllis Combs Leet Freshman Scholarship. This \$1,000 scholarship is available to a freshman in the Northwest Missouri, 19 county area who lives in a town of 1,500 or less population or on a farm in Northwest Missouri. An application form detailing the scholarship eligibility requirements may be obtained by calling Dr. Frances Shipley at 660-562-1168 or e-mailing her at shipley@mail.nwmissouri.edu The **deadline** for application for both of these scholarships is **February 1, 2004.**

Students majoring in Family & Consumer Sciences may select from four degree programs including: Child and Family Studies; Foods and Nutrition (Option 1: Dietetics or Option 2: Restaurant and Food Service Management); Merchandising of Textiles, Apparel and Furnishings; and Family and Consumer Sciences Teacher Education. The current shortage of Family and Consumer Sciences teachers has insured a 100% placement of students graduating from teacher education for the past 4 years. For more information about these majors check our Web Page info1.mwmissouri.edu/~FCS or e-mail shipley@mail.nwmissouri.edu.

I hope that you will encourage your students to choose a major in Family and Consumer Sciences and take advantage of these scholarship opportunities. Dr. Shipley is sending out information regarding these scholarships to both you and the Guidance Counselors at your school. While one is specific to students from the northwest area, the Louise Smith Gillis, Family and Consumer Sciences Freshman Scholarship is open to any student in the state who meets the qualification.

Professional Development for Instructors of Child Care Education

The Family and Consumer Sciences Education (FCS) Section of the Missouri Department of Elementary and Secondary Education (DESE) is pleased to sponsor a professional development session "Using Scenarios to Connect Student Learning with the Workplace" for instructors of early childhood education. The session is specifically designed for, but not limited to, professionals providing instruction to students seeking the Child Development Associate (CDA) certificate. Please plan to join us on February 20, 2004, from 8:30 a.m. to 4:00 p.m., at the Columbia Country Club, 2210 N. Country Club Drive, Columbia, Missouri 65210-6368, phone (573) 449-4115. For registration instructions and driving directions visit the DESE website http://www.dese.mo.gov/divvoced/facs_professional_development.htm, scroll down to CDA training.

The training will be provided for by Soni Jones. Mrs. Jones is the president and co-founder of Two Point, Inc., an Indiana company focused on helping educators and employers learn the power of skill standards and assessment for students and employees. Soni has refined the scenario assessment process to provide a more work-relevant way to evaluate and document student skills. She will be providing instruction on using this process in the classroom.

Before forming **Two Point O**, Soni served as the Assistant State Director of Vocational and Technical Education for the state of Indiana. Other state-level positions include Director of Monitoring, Evaluation, and Assessment for the Indiana Department of Workforce Development and Director of the Indiana Occupational Information Coordinating Committee. In these policy positions, Soni integrated skill standards development, School-to-Work, Tech Prep, labor market information, and economic development issues.

Soni has presented at many regional, state, and national conferences, including the National School-to-Work Conference, American Career and Technical Education Conference, Indiana Career and Vocational Education Conference, Indiana Governor's Conference and others. She has participated as a frequent judge for student skill contests. Her work has been recognized with several awards, including the "Friend of Youth" award from the Indiana School Counselor's Association.

Please join us for a great day of professional development and time to network with other professionals in your discipline.

April is Financial Literacy Month

April will be financial literacy month not only in Missouri but in all states that are members of the Jump\$tart Coalition. Missouri became a Jump\$tart's state last year. The Jump\$tart aim is to identify high-quality personal finance materials for educational use. The [Clearinghouse](#) is a database of personal finance resources available from a variety of education providers such as government, business and non-profit organizations. Once you find a material of interest, you can order it directly from the source. Many of the materials are low cost or free of charge. Teachers often use these personal finance teaching materials to support their state's standards in economics, business, math and family and consumer science.

First convened in December, 1995, the Jump\$tart Coalition for Personal Financial Literacy determined that the average student who graduates from high school lacks basic skills in the management of personal financial affairs. Many are unable to balance a checkbook and most simply have no insight into the basic survival principles involved with earning, spending, saving and investing.

Many young people fail in the management of their first consumer credit experience, establish bad financial management habits, and stumble through their lives learning by trial and error. The Coalition's direct objective is to encourage curriculum enrichment to insure that basic personal financial management skills are attained during the K-12 educational experience.

To assist with providing financial literacy education, Jump\$tart developed a set of educator standards that received input from a panel of elementary and secondary school teachers, as well as numerous other educators throughout the country. The standards cover four key areas: income; money management; spending and credit; and saving and investing. Within each area are specified skills and concepts that the coalition believes students should be taught before their graduation from high school. Also, there is a completed set of benchmarks that correlate with the standards to indicate the knowledge and skills that students should possess at different grade levels. These benchmarks can be used for structuring personal finance curricula. [Click here to Download the Jump\\$tart Standards PDF](#). Last April, in his speech to the gathering of Jump\$tart Coalition members, Federal Reserve Chairman, Alan Greenspan validated what we do when he said "in considering means to improve the financial status of families, education can play a critical role by equipping consumers with the knowledge required to choose from among the myriad of financial products and providers. Financial education can empower consumers to be better shoppers, allowing them to obtain goods and services at lower cost."

His statements seemed to take a page from a Family and Consumer Sciences curriculum guide in Consumer Resource Management. He stated that "financial education can help provide individuals with the knowledge necessary to create household budgets, initiate savings plans, manage debt, and make strategic investment decisions for their retirement or for their children's education. Having these basic financial planning skills can help families to meet their near-term obligations and to maximize their longer-term financial well-being."

"Indeed, improving basic financial education at the elementary and secondary school level will provide a foundation of financial literacy that can help prevent younger people from making poor decisions that can take years to overcome. In particular, it has been my experience that competency in mathematics--both in numerical manipulation and in understanding the conceptual foundations--enhances a person's ability to handle the more ambiguous and qualitative relationships that dominate our day-to-day financial decision making. For example, through an understanding of compounding interest, one can appreciate the cumulative benefit of routine saving. Similarly, learning how to conduct research in a library or on the Internet helps individuals find information to enhance decision-making. Focusing on improving fundamental mathematical and problem-solving skills can develop knowledgeable consumers who can take full advantage of the sophisticated financial services offered in an ever-changing marketplace.

As you recall in May of 2002, the Missouri legislators passed HB 1973. The purpose of the bill is for promoting and improving each public school student's knowledge and responsibility relating to economics and personal finance. This bill called for the Department of Elementary and Secondary Education to conduct a study of economics and personal finance and submit a report with recommendations to the Missouri general assembly on or before January 1, 2003. The recommendations included requiring a capstone course in personal finance and economics. To date this recommendation has not been acted on by the legislators. Family and Consumer Educators need to be able to demonstrate at the local level how they contribute to assisting students to become financial literate. This is goal is a necessary in order to achieve our mission to improve the quality of individual and family life.

Division Changes Name

The Division of Vocational and Adult Education has changed it's name to Division of Career Education. The change is effective immediately. If you have the Department's web address saved as a favorite or your opening page you will need to update it with the newest version. Some things will not be noticeable that they have changed with the old address but, it will effect opening certain documents. The easiest way to correct the problem is to go to: <http://www.dese.mo.gov/> and save this as your new page or add as a favorite. You can also go directly to our Family and Consumer Sciences site at: http://www.dese.mo.gov/divcareered/facs_index.htm and set this as your home page or as a favorite.



Calendar of Events and Deadlines

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Secondary Education**

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January 16, 2004	FCCLA Legislative Shadowing Program Applications must be postmarked
January 27, 2004	22nd Annual Child Advocacy Day Capitol; Jefferson City, Missouri
February 4, 2004	ACTE Legislative Day Capitol; Jefferson City, Missouri
February 13, 2004	MoEFACS Awards and Recognition Award Applications Dead line
February 15, 2004	MoEFACS Scholarships Application Deadline
February 20, 2004	CDA Training Columbia Country Club; Columbia, Missouri
February 23, 2004	Mentor/Protégé Meeting Columbia Country Club; Columbia, Missouri
February 27, 2004	Teacher Educator Meeting Jefferson City, Missouri
February 28, 2004	Spring MoEFACS Board Meeting Columbia, Missouri
March 1, 2004	School Administrator Recognition Program Nominations Deadline
March 2-3, 2004	FCCLA Legislative Shadowing Program
March 12, 2004	Call for Carousel/FACS Best Practices Presenters Proposal Form Due
March 26, 2004	Healthy/Heritage Recipe Contest Deadline
March 28-30, 2004	State Leadership Conference
May 30, 2004	Information on retiring teachers are due. (Retiree notifications received after this date will be recognized at the awards and recognition reception, but cannot be guaranteed a recognition plaque.)
March 31, 2004	Enhance Professional Development Grant FV-4 Due Equipment Grant FV-4 Due
July 11-15, 2004	National Leadership Meeting
July 26-29, 2004	Summer In-service Conference Clarion Hotel; Springfield, Missouri
November 12-14, 2004	Cluster Meeting Omaha, NE Washington, DC
November 19-21, 2004	Cluster Meeting Nashville, TN Salt Lake City, UT